



Apple Charter School

1101 Camp Road
Charleston, SC 29412

Grades	K-7 Elementary School	
Enrollment	125 Students	
Principal	Patricia Williams	843-795-6877
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mr. Chris Fraser	843-725-7200

THE STATE OF SOUTH CAROLINA 2012 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2012	At-Risk	At-Risk
2011	At-Risk	At-Risk
2010	N/A	N/A
2009	N/A	N/A
2008	N/A	N/A

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://www.eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

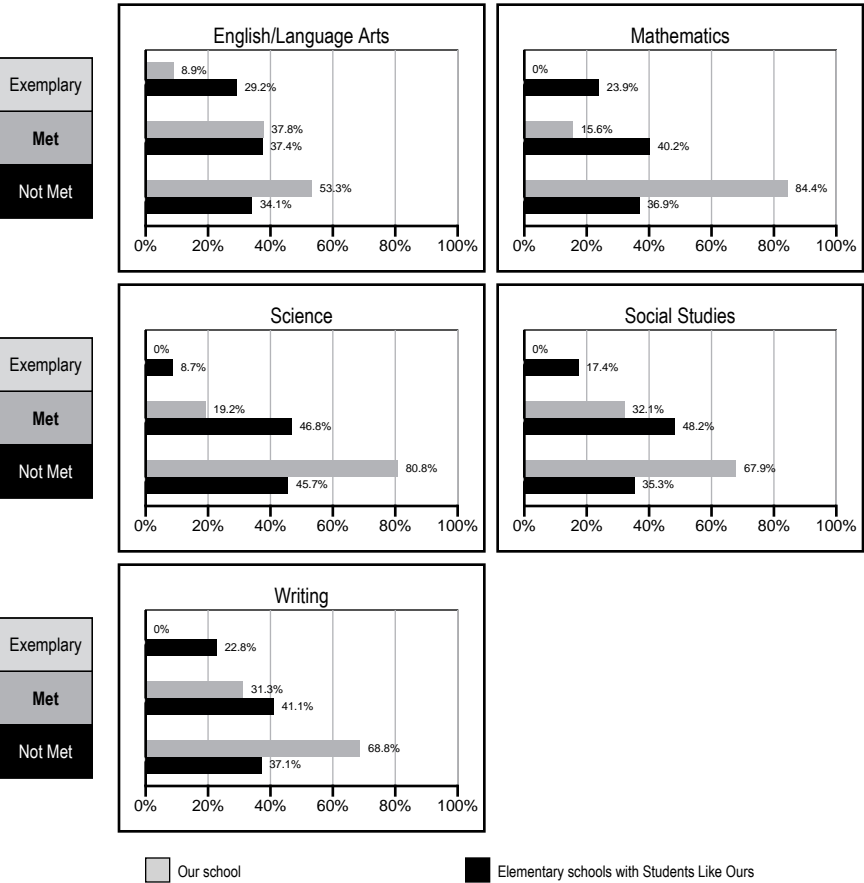
Percent of students tested in 2011-12 whose 2010-11 test scores were located | 100%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	12	113	40	15

* Ratings are calculated with data available by 11/07/2012.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=125)				
First graders who attended full-day kindergarten	86.7%	Down from 100.0%	100.0%	100.0%
Retention rate	0.8%	Up from 0.0%	1.3%	1.0%
Attendance rate	96.9%	Down from 97.7%	96.3%	96.6%
Served by gifted and talented program	N/AV	N/AV	N/AV	N/AV
With disabilities other than speech	N/AV	N/AV	N/AV	N/AV
Older than usual for grade	N/AV	N/AV	N/AV	N/AV
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=10)				
Teachers with advanced degrees	70.0%	Down from 75.0%	61.1%	63.0%
Continuing contract teachers	N/AV	N/AV	N/AV	N/AV
Teachers returning from previous year	N/A	N/A	86.0%	88.7%
Teacher attendance rate	97.9%	Down from 98.2%	95.2%	95.1%
Average teacher salary*	\$44,122	Down 1.0%	\$45,417	\$47,210
Professional development days/teacher	8.2 days	Up from 2.0 days	10.6 days	10.5 days
School				
Principal's years at school	2.0	Up from 1.0	4.0	4.0
Student-teacher ratio in core subjects	14.1 to 1	Down from 19.5 to 1	18.5 to 1	20.0 to 1
Prime instructional time	94.0%	Down from 95.8%	90.6%	90.5%
Opportunities in the arts	Poor	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	Up from Good	Excellent	Excellent
Dollars spent per pupil**	\$9,384	N/A	\$7,928	\$7,247
Percent of expenditures for instruction**	53.0%	N/A	67.2%	68.2%
Percent of expenditures for teacher salaries**	39.2%	N/A	63.6%	65.7%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

The Apple Charter School (TACS) is built on a foundation and philosophy that values education in a nurturing and challenging environment. Student-centered, family involved and community partnerships help us reach our future of increasing academic achievement for all students as we use best practice strategies to meet the unique academic, social and emotional needs of young boys and girls to close the achievement gap, build acceptable behavior through character leadership, and prepare students for a successful career pathway.

The mission of The Apple Charter School is to educate students in a stable, consistent, single gender environment while preparing them for higher education and maximizing their potential for success in an ever-changing world. As a school of choice, TACS served students in grades K-7, and will add grade 8 for the 2012-2013 school year.

We exist with a major objective to support and assist students in making high school their number one goal by achieving their full academic potential. We encourage students to set higher goals for post-secondary education and careers for future success in the marketplace. The Apple Charter School focuses on collaboration, hard work, high standards and hands-on entrepreneurial experience that will enable our students to compete with students all over the world.

The Apple Charter School provides the academic and employability skills that students need to excel. The school utilizes small class size, and a highly integrative curriculum that emphasizes state and national standards taught by a highly qualified and dedicated staff. Students pursue answers to questions they have about themselves, curriculum content, and the world through effective teaching strategies, discipline, and recognition of academic excellence, extra-curricular activities and service learning. The curriculum at Apple Charter is on the cutting edge of career preparation by offering 21st Century employability skills training, advanced technology tools, and hands-on instruction in all Science, Technology, Engineering and Mathematics (STEM) fields. The curriculum framework allows for students to make connections between classroom learning and the real world, thinking critically and becoming responsible citizens. Classrooms are equipped with Bright Links technology and all students have access to laptop computers.

Patricia Williams, School Director

Joseph Barbour, Chairperson, TACS Board of Director

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	6	16	18
Percent satisfied with learning environment	33.3%	75.0%	88.9%
Percent satisfied with social and physical environment	66.7%	81.3%	77.8%
Percent satisfied with school-home relations	83.3%	56.3%	100.0%

* Only students at the highest elementary school grade level and their parents were included.

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ESEA/Federal Accountability Rating System

In July 2012, the South Carolina Department of Education was granted a waiver from several accountability requirements of the federal Elementary and Secondary Education Act (ESEA). This waiver allowed SC to replace the former pass/fail system with one that utilizes more of the statewide assessments already in place and combine these subject area results with graduation rate (in high schools) to determine if each school met the target or made progress toward the target. This analysis results in a letter grade for the school rather than the pass/fail system of previous years. For a detailed review of the matrix for each school and districts that determined the letter grade, please use the following link: <http://ed.sc.gov/data/eSEA/> or request this information from your child's district or school.

Overall Weighted Points Total	26.8
Overall Grade Conversion	F

Index Score	Grade	Description
90-100	A	Performance substantially exceeds the state's expectations.
80-89.9	B	Performance exceeds the state's expectations.
70-79.9	C	Performance meets the state's expectations.
60-69.9	D	Performance does not meet the state's expectations.
Less than 60	F	Performance is substantially below the state's expectations

Accountability Indicator for Title I Schools

Apple Charter School school has been designated as a:

- ☐ Title I Reward School for Performance - among the highest performing Title I schools in a given year.
- ☐ Title I Reward School for Progress – one of the schools with substantial progress in student subgroups.
- ☐ Title I Focus School – one of the schools with the highest average performance gap between subgroups.
- ☒ Title I Priority School – one of the 5% lowest performing Title I schools.
- ☐ Title I School – does not qualify as Reward, Focus or Priority School.
- ☐ Non-Title I School – therefore the designations above are not applicable.

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	4.3%	2.6%
Classes in high poverty schools not taught by highly qualified teachers	8.3%	5.1%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	29.3%	0.0%	No
Student attendance rate	96.9%	94.0%*	Yes

* Or greater than last year

Performance By Group

Subgroups	ELA Mean	Math Mean	Science Mean	Social Studies Mean	ELA % Tested	Math % Tested
Grades 3-5						
All Students	618.4	592.2	566.3	583.8	100.0	100.0
Male	615.6	592.4	560.2	581.5	100.0	100.0
Female	621.3	592.0	571.6	585.7	100.0	100.0
White	N/A	N/A	N/A	N/A	N/A	N/A
African American	618.4	592.2	566.3	583.8	100.0	100.0
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A
Disabled	N/A	N/A	N/A	N/A	N/A	N/A
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A
Subsidized meals	618.4	593.4	562.5	582.7	100.0	100.0
Annual Measurable Objective (AMO)	630.0	630.0	630.0	630.0	95.0	95.0

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2011	3	12	100	36.4	18.2	45.5	63.6
	4	16	100	46.7	46.7	6.7	53.3
	5	13	100	84.6	7.7	7.7	15.4
	6	19	100	66.7	20	13.3	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	21	100	45	45	10	55
	4	11	100	I/S	I/S	I/S	I/S
	5	18	100	50	37.5	12.5	50
	6	9	I/S	I/S	I/S	I/S	I/S
	7	27	100	41.7	41.7	16.7	58.3
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2011	3	12	100	36.4	54.5	9.1	63.6
	4	16	100	46.7	46.7	6.7	53.3
	5	13	100	84.6	7.7	7.7	15.4
	6	19	100	N/AV	N/AV	N/AV	33.3
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	21	100	N/AV	N/AV	N/AV	5
	4	11	100	I/S	I/S	I/S	I/S
	5	18	100	N/AV	N/AV	N/AV	37.5
	6	9	I/S	I/S	I/S	I/S	I/S
	7	27	100	N/AV	N/AV	N/AV	45.8
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	16	100	N/AV	N/AV	N/AV	46.7
	5	6	I/S	I/S	I/S	I/S	I/S
	6	10	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	10	I/S	I/S	I/S	I/S	I/S
	4	11	100	I/S	I/S	I/S	I/S
	5	9	I/S	I/S	I/S	I/S	I/S
	6	5	I/S	I/S	I/S	I/S	I/S
	7	27	100	N/AV	N/AV	N/AV	41.7
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2011	3	6	I/S	I/S	I/S	I/S	I/S
	4	16	100	60	33.3	6.7	40
	5	7	I/S	I/S	I/S	I/S	I/S
	6	9	I/S	I/S	I/S	I/S	I/S
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	11	100	N/AV	N/AV	N/AV	27.3
	4	11	100	I/S	I/S	I/S	I/S
	5	9	I/S	I/S	I/S	I/S	I/S
	6	4	I/S	I/S	I/S	I/S	I/S
	7	27	100	N/AV	N/AV	N/AV	29.2
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	13	100	N/AV	N/AV	N/AV	30.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2012	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	18	88.9	N/AV	N/AV	N/AV	31.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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